


Texas Education Agency Standard Application System (SAS)

| | | | |
|--|---|-----------------------|--|
| 2018–2020 School Transformation Fund - Implementation | | | |
| Program authority: | P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g) | | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period: | July 9, 2018 to July 31, 2020 | | |
| Application deadline: | 5:00 p.m. Central Time, May 29, 2018 | | Place date stamp here. |
| Submittal information: | Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: <div style="text-align: center;"> Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 </div> | | |
| Contact information: | Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617 | | |
| Schedule #1—General Information | | | |
| Part 1: Applicant Information | | | |
| Organization name | County-District # | Campus name/# | Amendment # |
| San Antonio ISD | 015907 | Poe Middle School/054 | |
| Vendor ID # | ESC Region # | DUNS # | |
| 74-6002167 | 20 | 069451631 | |
| Mailing address | City | State | ZIP Code |
| 141 Lavaca Street | San Antonio | TX | 78210-1039 |
| Primary Contact | | | |
| First name | M.I. | Last name | Title |
| Judith | | Solis | Assistant Superintendent |
| Telephone # | Email address | | FAX # |
| 210-554-2500 | jsolis4@saisd.net | | |
| Secondary Contact | | | |
| First name | M.I. | Last name | Title |
| John | | Strelchun | District Grants Director |
| Telephone # | Email address | | FAX # |
| 210-554-2535 | jstrelchun@saisd.net | | |
| Part 2: Certification and Incorporation | | | |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

| | | | |
|--------------------------------|------|----------------------|---------------------------|
| First name | M.I. | Last name | Title |
| Pedro | | Martinez | Superintendent of Schools |
| Telephone # | | Email address | FAX # |
| 210-554-2281 | | Pmartinez1@saisd.net | |
| Signature (blue ink preferred) | | Date signed | |



5.25.2018

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 16 | Responses to Statutory Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|---|--|
| No fiscal-related attachments are required for this grant. | | |
| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
| No program-related attachments are required for this grant. | | |

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements. |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance. |
| 4. | The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort. |
| 5. | The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors. |
| 6. | The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office. |
| 7. | For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882. |
| 8. | For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan. |
| 9. | For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff. |

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Schedule #4—Request for Amendment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|--|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600 | \$ | \$ | \$ | \$ |
| 6. | Total direct costs: | | \$ | \$ | \$ | \$ |
| 7. | Indirect cost (%): | | \$ | \$ | \$ | \$ |
| 8. | Total costs: | | \$ | \$ | \$ | \$ |

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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By TEA staff person:

Schedule #5—Program Executive Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

San Antonio Independent School District (SAISD) is applying for support from the TEA 2018-20 School Transformation Fund - Implementation grant program to implement RAISEup Texas (RUT) at Poe Middle School, a persistently low-achieving campus that serves approximately 490 6th-8th students each year, 96.5% of who are economically disadvantaged, and 27.2% are English language learners (ELL). The TEA-supported RUT model is a research-validated middle school transformational model that aims to drastically change teaching and learning by creating a whole-school approach that emphasizes structures which create a ready-to-learn climate that prioritizes deep conceptual learning and critical thinking skills for all students across all classrooms. The implementation of the RUT model and its systemic approach to teaching and learning will empower students with critical thinking strategies that will actively engage and prepare them for success in higher education and support teachers through in-depth planning, ongoing coaching, and use of a common, research-based instructional playbook to increase rigor in their classes.

The Assistant Superintendent of Middle Schools, Deputy Superintendent, Office of School Improvement, and campus Principal developed the budget for this project with E3 Alliance's expertise, which is based on their experience implementing the RUT model in nine ISDs across Texas since 2009. RUT implementation at Poe Middle School is projected to cost \$176,100 over three and a half years, a reasonable cost of \$39/student that includes all costs associated with teacher professional development, coaching, Professional Learning Community supports for teachers and the leadership team, project management and support, evaluation, principal leadership coaching for Poe Principal, training materials, and other direct and indirect implementation costs.

In alignment with the TEA's purpose of transforming low-performing schools and creating a better option for students, this project will support Poe Middle School's redesign with aggressive school-level improvements. The campus received a Met Standard designation in 2016-17 and earned a designation for academic achievement in science, but a significant number of Poe 6th-8th grade students are still struggling to achieve proficiency in reading (58% vs. 72% 6th-8th grade state average), writing (52% vs. 67%), and mathematics (56% vs. 79%). Few non-proficient students who attend the school make progress in reading (35%) and math (28%) each year. This School Transformation project meets several funding priorities because we are applying the school improvement funds towards a high-need, 2018-17 Priority/IR campus and almost one in four SAISD schools are identified as 2017-18 Priority and/or Focus schools.

The Assistant Superintendent of Middle Schools, Deputy Superintendent, and Office of School Improvement chose Poe to be the focus for this project because of the dire need to turn the campus around, as its trend of continuous below-average performance is unacceptable for our students and their families. Managing its campuses' needs assessment process, the SAISD Office of School Improvement and its experience in successfully implementing turnaround models in struggling urban schools determines the efficacy of all project activities, objectives, and expenses in collaboration with project partners E3 Alliance and ESC Region 20, along with the Implementation Specialist, who will help the campus leadership team hire, train, and supervise staff detailed within the management plan for this project, including procedures for its continuous evaluation and reporting protocols to ensure he and other administrators are informed of its progress at least monthly. This will ensure how and when the project needs to change its approach to educating students and training teachers if data shows inadequate progress toward achieving our objectives.

SAISD ensures this project will receive consistent, high-quality management by locating it in the Office of School Improvement, overseen by its staff of two full-time administrators and support staff who will share a vested interest in the project's success. The Office of School Improvement is currently managing \$15 million in federal, state, and local grant-funded projects with the support of the district's Finance, Funds Management, Accounting, and District Grants departments. The Office of School Improvement and Office of Middle School Leadership will ensure timely transition for the Implementation Specialist and Learning Strategies Teacher(s), if needed to ensure the district is continuously aware of and supporting progress toward achieving our project goal and objectives. The campus principal will retain autonomy in creating and customizes its instructional playbook to be used within its classrooms. In support of the project, the district will leverage other funding sources to include hiring a full-time Implementation Specialist and/or additional staff.

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By TEA staff person:

Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Responsible for program evaluation, the E3 Alliance staff and its service providers in collaboration with district and campus administration will conduct site visits, interviews, assessments, and quantitative evaluation of student attendance and performance to evaluate the implementation of RUT at Poe Middle School. E3 Alliance will be primarily responsible for collecting, managing, and securely storing all district data to evaluate this project's success in compliance with all FERPA and related policies. SAISD will support our partners' observation, review, and data collection by facilitating student, teacher, and administrator interviews; providing results of student literacy screenings; providing results of Gates-MacGinitie struggling learners' assessments; and administering and collecting two annual teacher surveys.

This proposal completely and accurately answers all statutory and TEA requirements.

Furthermore, in order to maintain the progress made under the TEA School Transformation grant, SAISD will determine future funding of project elements based on the impact each have had at Poe Middle School (i.e. student achievement; teacher development; etc.). SAISD believes that through robust fundraising efforts, a strategic allocation of resources, increased school support, and a measured project plan we will be able to sustain, expand, and scale our school redesign program to effectively serve historically underserved students like at Poe Middle School long-term. Additionally, SAISD utilizes the Texas Continuous Improvement Framework to create sustainable transformations based on clearly articulated commitments and support systems needed to engage in thoughtful, collaborative school and district improvements.

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By TEA staff person:

Schedule #6—Program Budget Summary

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)

Grant period: July 9, 2018 to July 31, 2020

Fund code: 211

Budget Summary

| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost |
|---|--|--------------------------|------------------|---|---------------------|
| Schedule #7 | Payroll Costs (6100) | 6100 | \$42,660 | \$0 | \$42,660 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$250,670 | \$0 | \$250,670 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$0 | \$0 | \$0 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$0 | \$0 | \$0 |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$0 | \$0 | \$0 |
| | Consolidate Administrative Funds | | | <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| Total direct costs: | | | \$293,330 | \$0 | \$293,330 |
| 2.274% <u>indirect costs</u> (see note): | | | N/A | \$6,670 | \$6,670 |
| Grand total of budgeted costs (add all entries in each column): | | | \$293,330 | \$6,670 | \$300,000 |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

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By TEA staff person:

| Schedule #7—Payroll Costs (6100) | | | | |
|---|--|---|--|--------------------------|
| County-district number or vendor ID: 015907 | | | Amendment # (for amendments only): | |
| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted |
| Academic/Instructional | | | | |
| 1 | Teacher | \$37,500 | | \$37,500 |
| 2 | Educational aide | | | \$ |
| 3 | Tutor | | | \$ |
| Program Management and Administration | | | | |
| 4 | Project director | | | \$ |
| 5 | Project coordinator | | | \$ |
| 6 | Teacher facilitator | | | \$ |
| 7 | Teacher supervisor | | | \$ |
| 8 | Secretary/administrative assistant | | | \$ |
| 9 | Data entry clerk | | | \$ |
| 10 | Grant accountant/bookkeeper | | | \$ |
| 11 | Evaluator/evaluation specialist | | | \$ |
| Auxiliary | | | | |
| 12 | Counselor | | | \$ |
| 13 | Social worker | | | \$ |
| 14 | Community liaison/parent coordinator | | | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | |
| 15 | | | | |
| 16 | | | | |
| 17 | | | | |
| 18 | | | | |
| 19 | | | | |
| 20 | | | | |
| Other Employee Positions | | | | |
| 21 | Title | | | \$ |
| 22 | Title | | | \$ |
| 23 | Title | | | \$ |
| 24 | Subtotal employee costs: | | | \$37,500 |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 25 | 6112 | Substitute pay | | \$0 |
| 26 | 6119 | Professional staff extra-duty pay | | \$0 |
| 27 | 6121 | Support staff extra-duty pay | | \$0 |
| 28 | 6140 | Employee benefits | | \$5,160 |
| 29 | 61XX | Tuition remission (IHEs only) | | \$0 |
| 30 | Subtotal substitute, extra-duty, benefits costs | | | \$5,160 |
| 31 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | | \$42,660 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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|---|----------------------|
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| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #8—Professional and Contracted Services (6200) | | |
|--|--|------------------------------------|
| County-district number or vendor ID: 015907 | | Amendment # (for amendments only): |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | |
| Professional and Contracted Services Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6269 | Rental or lease of buildings, space in buildings, or land | \$0 |
| | Specify purpose: | |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | \$0 |
| Professional and Contracted Services | | |
| # | Description of Service and Purpose | Grant Amount Budgeted |
| 1 | Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions) | \$150,000 |
| 2 | E3 Alliance (Providing RaiseUp Texas through its service provider, ESC20) | \$100,670 |
| 3 | | \$ |
| 4 | | \$ |
| 5 | | \$ |
| 6 | | \$ |
| 7 | | \$ |
| 8 | | \$ |
| 9 | | \$ |
| 10 | | \$ |
| 11 | | \$ |
| 12 | | \$ |
| 13 | | \$ |
| 14 | | \$ |
| b. Subtotal of professional and contracted services: | | \$250,670 |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$0 |
| (Sum of lines a, b, and c) Grand total | | \$250,670 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| Schedule #9—Supplies and Materials (6300) | | |
|---|---|---|
| County-District Number or Vendor ID: 015907 | | Amendment number (for amendments only): |
| Supplies and Materials Requiring Specific Approval | | |
| Expense Item Description | | Grant Amount Budgeted |
| 6300 | Total supplies and materials that do not require specific approval: | \$0 |
| Grand total: | | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | |
|---|--|---|
| County-District Number or Vendor ID: 015907 | | Amendment number (for amendments only): |
| Expense Item Description | | Grant Amount Budgeted |
| 6411 | Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally. | \$0 |
| 6413 | Stipends for non-employees other than those included in 6419 | \$0 |
| 6419 | Non-employee costs for conferences. Requires pre-authorization in writing. | \$0 |
| 6411/ 6419 | Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally. | \$0 |
| 64XX | Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally. | \$0 |
| Subtotal other operating costs requiring specific approval: | | \$0 |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$0 |
| Grand total: | | \$0 |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| | |
|---|----------------------|
| Changes on this page have been confirmed with: | On this date: |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

| Schedule #11—Capital Outlay (6600) | | | | |
|---|-------------------------|----------|---|-----------------------|
| County-District Number or Vendor ID: 015907 | | | Amendment number (for amendments only): | |
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | |
| 1 | | N/A | N/A | \$ |
| 66XX—Computing Devices, capitalized | | | | |
| 2 | | | \$ | \$ |
| 3 | | | \$ | \$ |
| 4 | | | \$ | \$ |
| 5 | | | \$ | \$ |
| 6 | | | \$ | \$ |
| 7 | | | \$ | \$ |
| 8 | | | \$ | \$ |
| 9 | | | \$ | \$ |
| 10 | | | \$ | \$ |
| 11 | | | \$ | \$ |
| 66XX—Software, capitalized | | | | |
| 12 | | | \$ | \$ |
| 13 | | | \$ | \$ |
| 14 | | | \$ | \$ |
| 15 | | | \$ | \$ |
| 16 | | | \$ | \$ |
| 17 | | | \$ | \$ |
| 18 | | | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | |
| 19 | | | \$ | \$ |
| 20 | | | \$ | \$ |
| 21 | | | \$ | \$ |
| 22 | | | \$ | \$ |
| 23 | | | \$ | \$ |
| 24 | | | \$ | \$ |
| 25 | | | \$ | \$ |
| 26 | | | \$ | \$ |
| 27 | | | \$ | \$ |
| 28 | | | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | |
| 29 | | | | \$0 |
| Grand total: | | | | \$0 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | | | | | | | | | | | | | |
|--|----------------|--|--|--|---|---|-----|-----|-----|------------------------------------|----|----|----|-------|--|
| County-district number or vendor ID: 015907 | | | | | | | | | | Amendment # (for amendments only): | | | | | |
| Part 1: Student/Teacher Demographics of Population to Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point. | | | | | | | | | | | | | | | |
| Student Category | Student Number | Student Percentage | Comment | | | | | | | | | | | | |
| Economically disadvantaged | DNA | DNA | | | | | | | | | | | | | |
| Limited English proficient (LEP) | DNA | DNA | | | | | | | | | | | | | |
| Disciplinary placements | DNA | DNA | | | | | | | | | | | | | |
| Attendance rate | N/A | DNA | | | | | | | | | | | | | |
| Annual dropout rate (Gr 9-12) | N/A | DNA | | | | | | | | | | | | | |
| Teacher Category | Teacher Number | Teacher Percentage | Comment | | | | | | | | | | | | |
| 1-5 Years Exp. | DNA | DNA | | | | | | | | | | | | | |
| 6-10 Years Exp. | DNA | DNA | | | | | | | | | | | | | |
| 11-20 Years Exp. | DNA | DNA | | | | | | | | | | | | | |
| 20+ Years Exp. | DNA | DNA | | | | | | | | | | | | | |
| No degree | DNA | DNA | | | | | | | | | | | | | |
| Bachelor's Degree | DNA | DNA | | | | | | | | | | | | | |
| Master's Degree | DNA | DNA | | | | | | | | | | | | | |
| Doctorate | DNA | DNA | | | | | | | | | | | | | |
| Part 2: Students/Teachers to Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program. | | | | | | | | | | | | | | | |
| School Type: | | <input checked="" type="checkbox"/> Public | <input type="checkbox"/> Open-Enrollment Charter | <input type="checkbox"/> Private Nonprofit | <input type="checkbox"/> Private For Profit | <input type="checkbox"/> Public Institution | | | | | | | | | |
| Students | | | | | | | | | | | | | | | |
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 126 | 128 | 215 | 0 | 0 | 0 | 0 | 469 | |
| Teachers | | | | | | | | | | | | | | | |
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 5 | 8 | 0 | 0 | 0 | 0 | 17 | |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Poe Middle School was chosen as the focus for this School Transformation Implementation project due to its persistent below-average academic achievement rates—an untenable, unacceptable situation for the students and families it serves. The Middle School recently emerged from two consecutive years of "Improvement Required" status, the lowest accountability rating TEA confers. The TEA has identified Poe Middle School as a Priority School in 2017-18; only half of all students approach grade level in reading (58%) and math (57%), and ELL and Special Education students continue to score lower than other students. This is just one year after the campus emerged from "Improvement Required" status for two consecutive years.

Upon its Priority designation, Poe Middle School began its assessment process with the Office for School Improvement. The Poe Middle School Comprehensive Needs Assessment Data includes:

- **Improvement Planning Data** – District goals, Campus goals, Current and/or prior year(s) Campus/District Improvement Plans
- **Accountability Data** – Texas Academic Performance Report (TAPR), Performance Domain Framework Data: 1-4, System Safeguards and Texas Accountability Intervention System (TAIS), and Critical Success Factors
- **Student Data: Assessments** – State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, Progress of prior year STAAR failures, STAAR ELL Progress Measure data, Texas English Language Proficiency Assessment System (TELPAS) results, Student Success Initiative (SSI) data for Grades 5 and 8, Local Diagnostic Reading Assessment data, and Local Diagnostic Math Assessment data.
- **Student Data: Student Groups** – Data on specific student subpopulations (i.e. Economically Disadvantaged, Special Education, Migrant, At-Risk, ELL, Section 504, Homeless, GT, Dyslexia, etc.)
- **Student Data: Behavior and Other Indicators** – Annual dropout rate, Attendance rate, and Discipline records
- **Employee Data** – Staff qualifications data, Teacher/Student Ratio, Campus Leadership data, and Professional Development Needs Assessment
- **Parent/Community Data, Support Systems, and Other Data** – Parent Involvement Rate, Organizational Structure data, Processes and Procedures, as well as Budgets/Entitlements and Expenditure data

As a result of the Comprehensive Needs Assessment Summary and Improvement Plan, Poe Middle School's students demonstrated the need for increased proficiency on reading and mathematics STAAR exams, rapid advancement in academic growth, and college-readiness preparation. Poe Middle School created both a Campus Improvement Plan and Targeted Improvement Plan specifying its subpopulation STAAR score improvement needs, particularly in Reading and Mathematics, for all its students—especially its Economically Disadvantaged students, Special Education, and English Language Learners.

District and campus leaders have prioritized helping Poe students acquire the foundational skills they need to learn and training its teachers to provide these necessary skills. Whole-school, research-based transformations are needed to address the complex reasons behind Poe's persistent below-average achievement rates, which are largely due to the concentrated poverty that grips SAISD, coupled with the high number of English language learners in our district. One in every three families (32%) in Poe's service area are living on less than \$35,000 per year, and one in every five families with children (19%) lives in poverty. The majority of adults (64.2%) have not attended college, and most (65%) families speak a language other than English at home, with 33% speaking English "less than very well." The school's largely traditional approach to educating and supporting students does not adequately address the often devastating effects these socioeconomic conditions have on students' ability to learn.

On April 8, 2018, the SAISD Board of Trustees approved a three-year service agreement (April 9, 2018 – August 31, 2021) with E3 Alliance to fulfill the goals and objectives of the Raise Up Texas model at Poe Middle School. The E3 Alliance spent more than a year identifying and adapting a bold student growth model for Texas students, which utilizes a complex statistical methodology that identifies academic peer groups of consistently under-performing students, like Poe Middle School students, and determines the overall academic growth while using RUT.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Identified Need | How Implemented Grant Program Would Address |
|----|--|--|
| 1. | Need to raise STAAR Domain 1 Student Achievement rate. | Funds will offset expenses towards transformation partner, E3 Alliance, who will be guiding the implementation of the RUT model through its service provider, ESC20. Using the Instructional Playbook established for the campus, Instructional staff and leadership begin collaborative instructional planning using RUT's SMARTER Instructional Cycle, Unit Organizers, and Cue-Do-Review in all classes at Poe; 100% of students will be assessed to identify struggling learners and needs. |
| 2. | Need for specialized academic intervention for ELL and Special Education students. | Funds will offset expenses towards transformation partner, E3 Alliance, who will be guiding the implementation of the RUT model through its service provider, ESC20, as well as the Learning Strategies Teacher. Guided by the campus Instructional Playbook, RUT's SIM Content Enhancement Routines (CER), Learning Strategies Teacher, and SMARTER Cycle implementation will engage students in individualized interventions to each student's unique needs. |
| 3. | Need for improved critical thinking skills. | Funds will offset expenses towards transformation partner, E3 Alliance, who will be guiding the implementation of the RUT model through its service provider, ESC20. At least half (50%) of all Poe students who are identified as struggling are placed in SIM Learning Strategies Intervention classes monthly, each grant year; RUT's SMARTER Instructional Cycle used during all teacher collaboration, planning, and learning; as well as RUT Instructional Playbook implemented in each classroom. |
| 4. | Need for additional teacher and staff training. | Funds will offset expenses towards transformation partner, E3 Alliance, who will be guiding the implementation of the RUT model through its service provider, ESC20, as well as the Learning Strategies Teacher. Poe principal participates in weekly teacher instructional collaboration and learning and coaching visits/PD; ESC 20 coaches support each class and principal at least monthly with RUT Instructional Model, Learning Strategies; campus instructional coach supports teachers, helps lead collaboration and teacher learning throughout the project; Poe Instructional Coach and Implementation Specialist participate in ESC 20 Professional Developer Institute to be certified RUT implementation coaches; all teachers and administrators trained in new SIM Content Enhancement Routines (CER) and Campus Instructional Playbook. |
| 5. | Need for campus-wide RUT implementation and program fidelity, with potential to scale across district. | Funds will offset expenses towards transformation partner, E3 Alliance, who will be guiding the implementation of the RUT model through its service provider, ESC20. Poe principal, instructional coach complete regular informal classroom walk-throughs to assess implementation of RUT Instructional Playbook and SIM model; two formal campus assessments of student progress in reading and math using RUT Walkthrough Tool to determine fidelity of implementation in all classes; Poe Principal, ESC20, and E3 Alliance conduct student interviews and evaluations of staff tool utilization including Critical Features Analysis and Content Enhancement Rubric twice each year; and end-of-year post-testing of struggling learners using the Gates-MacGinitie assessment. |

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Schedule #14—Management Plan

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Title | Desired Qualifications, Experience, Certifications |
|----|---|--|
| 1. | Assistant Superintendent of School Leadership | Requires a Master's degree; demonstrates expertise in planning, managing, and implementing school reform efforts and successful leadership and management experience. |
| 2. | Director/ Coordinator School Improvement | Requires a bachelor's degree from an accredited four-year college or university, Master's for Director-level; demonstrates expertise in planning, managing, and implementing school reform efforts and successful leadership and management experience; experience as an educator; facilitates the RUT grant process to ensure successful implementation of the program; serves as direct liaison between the Office of School Improvement and the Principal; provides support to the implementation and evaluation of campus transformation goals based on assessment data; schedule, monitor, and modify grant activities to meet program goals; and assist with budget and purchasing management. |
| 3. | Poe Middle School Principal | Requires a bachelor's degree, Masters preferred; Requires a Texas Principal Certification. |
| 4. | Implementation Specialist | Requires a bachelor's degree; Requires a valid Texas Teacher Certification; experience in coaching teachers in concepts such as student engagement levels, lesson design, authentic learning, and self-directed learning; Three years' experience in teaching and/or coaching teachers; experience with evaluation and analysis of assessment and accountability data as well as working with student subpopulations; experience in developing and providing professional development for adult learners; Understands TEKS and demonstrates ability to design effective lessons and assessments that directly align with the standards; and experience with educational technology and 21 st Century skills. |
| 5. | Learning Strategies Teacher | Requires a bachelor's degree; Requires a valid Texas Teacher Certification, some experience teaching reading helpful, but not required; Able to provide a positive, supportive, and firm environment for students; Highly organized and efficient in their work habits; Experience in working with student subpopulations (i.e. Special Ed., ELL, etc.); and an understand SIM Learning Strategies. |
| 6. | E3 Alliance and ESC Region 20 | Established in 2006, the E3 Alliance is a regional, data-driven education collaborative based in Austin, Texas and building the strongest educational pipeline in the country to drive economic prosperity. The mission of the E3 Alliance is to use objective data and focused community collaboration to align education systems so all students succeed and lead Central Texas to economic prosperity. Currently, they are partnered with 15 public school districts, the regional education service center, and all eight higher education institutions based on the Central Texas region. Education Service Center, Region 20 is one of 20 regional education service agencies within Texas which assist school districts in improving student performance and increasing the efficiency and effectiveness of school operations. ESC20 is the E3 Alliance's service provider. |

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Objective | Milestone | Begin Activity | End Activity |
|----|--|--|----------------|--------------|
| 1. | At least 50% of all students will receive interventions to achieve proficiency in reading and math | 1. Learning Strategies (LS) Teacher hired | 07/09/2018 | 07/31/2018 |
| | | 2. LS Teacher trained | 08/01/2018 | 08/02/2018 |
| | | 3. Poe Principal works in partnership with LS Teacher to identify students | 08/06/2018 | 05/29/2019 |
| | | 4. Poe students develop their ability to learn critical content across curriculum through teachers' use of Content Enhancement Routines (CER) and Unit Organizer | 08/13/2018 | 05/29/2019 |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 2. | 100% of Poe teachers and administrators reach proficient or advanced level on RUT's Content Enhancement Rubric, Instructional Playbook, and Unit Organizer by May 2020 | 1. ESC20 provides initial staff training on CERs, Instructional Playbook, and Unit Organizers | 08/06/2018 | 08/10/2018 |
| | | 2. ESC20 provides follow-up staff training through PLCs | 08/13/2018 | 05/29/2020 |
| | | 3. Poe Principal participates in monthly coaching and completes walk-throughs ESC20 and E3 Alliance staff | 08/13/2018 | 05/29/2020 |
| | | 4. | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | XX/XX/XXXX | XX/XX/XXXX |
| 3. | 100% of Poe staff will utilize SMARTER Cycle by May 2020 | 1. ESC20 introduces first of three SMARTER Cycle trainings to Poe staff | 08/13/2018 | 11/30/2018 |
| | | 2. ESC20 continues second of three SMARTER Cycle trainings to Poe staff | 12/03/2018 | 02/28/2019 |
| | | 3. ESC20 concludes third of three SMARTER Cycle trainings to Poe staff | 03/01/2019 | 05/29/2019 |
| | | 4. ESC20 provides follow-up staff training through PLCs | 08/13/2018 | 05/29/2020 |
| | | 5. Poe staff participates in monthly coaching and completes walk-throughs ESC20 and E3 Alliance staff | 08/13/2018 | 05/29/2020 |

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Clear routines and procedures followed up by regular monitoring, quality assurance, and feedback loops that disseminate results to all team members are essential to effective management of the charter. The campus principal will develop implementation plans and timelines and will share the structure with all partners. Linking project goals with all staff assignments will motivate staff by highlighting purposes and outcomes and ensure efficient procedures. Technology will facilitate regular communication among team members and help support information flow, including, but not limited to: conference calls, frequent emails, and technology-facilitated file sharing. While face-to-face interaction will be used in the early stages of project development; thereafter plans, notes, and progress reports will be posted in a central, web-based workspace, so that all staff members, regardless of location, can easily refer to them. Meetings will be run efficiently through use of standard meeting management techniques including having specific goals and being driven by an agenda. A detailed implementation plan for the entire length of the project will be developed during the first month of operation.

The evaluators will conduct data reviews each month with project staff and the principal and stakeholders will complete quarterly reviews of the project's goals and outcomes framed by the Goals, Objectives, Milestones, and Timelines of this grant. The project team also will monitor the budget using detailed cost reports with expenses by line item and budgeted and actual variances. SAISD currently uses AmpliFund, an online Grant Management System, to store all grant-related information in a centralized hub for enhanced communication and efficiency. AmpliFund is fully customizable to each grant's specific performance measures and automates the management of the grant lifecycle. AmpliFund helps ensure compliance creates internal status reports to evaluate program effectiveness. The principal will update AmpliFund bi-weekly with monitoring reports.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD plans to implement the RUT model within a 2017-18 Priority school, Poe Middle School, as well as one other Priority SAISD middle school.

Coordinating and Scaling the Success of RAISEup Texas

SAISD, the E3 Alliance, and ESC20 have clearly defined all parties' responsibilities and roles to ensure commitments are maintained and the RUT program maximized. Partners will coordinate site-visits and other activities. The E3 Alliance will provide the oversight, expertise, proven whole-school transformation model, and evaluation, working with trained and experienced leadership and instructional coaches from ESC20 who have spent at least one year immersed in the RUT model. RUT is a multi-year, whole-school transformation process integrating and aligning the systematic support for students, teachers, and leaders. The RUT model is proven and scalable through its academic growth methodology used to identify middle schools with the greatest potential for improvement. The E3 Alliance will act as overall Program Director for the RUT program implementation in Poe Middle School including overall project timeline, project schedules, overall deliverables, project reporting, fiscal management, and contractual activities—allowing for monitoring and adjustments on a monthly basis as necessary.

Sustaining School Transformation and Redesign Efforts at Poe Middle School

The long-term sustainability of RUT at Poe Middle School is a high priority for SAISD. The district's long term strategic plan calls for ensuring that every child is in a best-fit school and has access to a high-quality seat. The sustainability of the model depends on the investment of the district and campus leadership. SAISD has committed to hire or assign a Poe Campus Instructional Coach, as required by the RUT project, and assign a Poe Campus Leadership Team of five or more teacher leaders and school administrators at each campus who work collaboratively to develop and sustain a comprehensive and integrated plan for implementation over the three implementation years. The campus will build its capacity to sustain RUT implementation at Poe, through a train-the-trainer model, where at least two staff, including the instructional coach, undergo training and certification process in the RUT model. With additional staff support and the provision of time and systems to implement these evidence-based instructional models, instructional staff will collaborate and engage in work necessary with administration participation to sustain implemented strategies. In addition, SAISD commits to support leadership continuity to maintain principal and campus leader consistency to support the success throughout the three years of implementation and thereafter. Additionally, by leveraging the phase-in model through the TEA School Transformation redesign grant, it will allow the district to conduct long range quality planning, refine the campus culture, and pilot and kick start highly effective teaching and learning practices that will drive the short and long-term improvements necessary at Poe Middle School. Furthermore, in order to maintain the progress made under the TEA School Transformation grant, SAISD will determine future funding of project elements based on the impact each have had at Poe Middle School. Essentially, the design of the project is intended to scale down in some areas while scaling up (through increased achievement rates) upon the conclusion of the grant. In years four and five, SAISD would continue to partner with E3 Alliance, at a reduced expense, as needed for program fidelity.

Finally, SAISD is continuously developing and implementing plans to diversify funding to support its School Transformation and redesign efforts (i.e. an "Innovation Fund"). SAISD is confident in its ability to have programmatic sustainability long term through a combination of several strategies such as:

- Allocating & leveraging federal allocations to support strategic priorities
- Building a student-based budgeting model for resource allocation
- Building/Sustaining relationships with local foundations to embed public-private partnerships for school design/redesign
- Leveraging new teachers and previously trained leaders

SAISD believes that through robust fundraising efforts, a strategic allocation of resources, increased school support, and a measured project plan we will be able to sustain, expand, and scale our school redesign program to effectively serve historically underserved students like at Poe Middle School long-term. Additionally, SAISD utilizes the Texas Continuous Improvement Framework to create sustainable transformations based on clearly articulated commitments and support systems needed to engage in thoughtful, collaborative school and district improvements.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|-----|--------------------------------|--|--|
| 1. | Formative evaluation | 1. | Copies of hiring and training documentation for all grant-funded staff are collected. |
| | | 2. | Copies of project timeline/schedules, deliverables, and data collection procedures are collected. |
| | | 3. | Minutes of Campus Leadership Team meetings are collected. |
| 2. | Formative evaluation (cont.) | 1. | Copies of curriculum/syllabi for RUT PD for school leaders and teachers are collected. |
| | | 2. | Documentation of principal and teacher participation in project-funded PD are collected. |
| | | 3. | Qualitative and quantitative data (i.e. MAP) collected |
| 3. | Qualitative evaluation | 1. | E3 Alliance 3D Growth model results |
| | | 2. | Gates-MacGinitie pre- and post-tests for all Poe students who are identified as struggling in assessed areas |
| | | 3. | RUT Walkthrough Tool middle- and end-of-year assessment results |
| 4. | Qualitative evaluation (cont.) | 1. | Results of twice-annual Critical Features Analysis |
| | | 2. | Results of twice-annual assessment of staff adherence to RUT Content Enhancement Rubric |
| | | 3. | STAAR exam results |
| 5. | Quantitative evaluation | 1. | Principal interviews/observations |
| | | 2. | Teachers interviews/observations |
| | | 3. | Student interview/observations |
| 6. | | 1. | |
| | | 2. | |
| | | 3. | |
| 7. | | 1. | |
| | | 2. | |
| | | 3. | |
| 8. | | 1. | |
| | | 2. | |
| | | 3. | |
| 9. | | 1. | |
| | | 2. | |
| | | 3. | |
| 10. | | 1. | |
| | | 2. | |
| | | 3. | |

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To ensure the grant strategies are delivered with fidelity and high-impact, SAISD has developed a structured approach to evaluation that combines formative and summative measurement per a CIPP model as follows:

Context: Complete an examination and description of the context of the program to include conducting a needs and goals assessment, determining program objectives, and determining whether the program objectives will be sufficiently responsive to the identified needs. The Texas Accountability Intervention System will be an integral part of the context analysis and will help inform planning decisions.

Input: Provide a description of the components of effective implementation as defined by school principals, school leaders and the School Redesign Team support team and a description of the resources necessary for implementation.

Process: Complete an examination of how the program is being implemented, identifying any defects in procedural design, and providing feedback to program managers. Staff will collect documentation of staff professional development, planning meetings, and other artifacts as appropriate to monitor and inform program implementation.

Product: Determine and examine the general and specific outcomes of the program, measuring anticipated outcomes, attempting to identify unanticipated outcomes, assessing the merit of the program and conducting a retrospective benefit/cost assessment.

For the RUT model implementation project, the E3 Alliance staff and its service providers will conduct site visits, interviews, assessments, and quantitative evaluation of student attendance and performance to evaluate the implementation of RUT at Poe Middle School. In regards to program-level data collection and problem correction, The E3 Alliance will be primarily responsible for collecting, managing, and securely storing all district and student-level data to evaluate this project's success in compliance with all FERPA and related policies. SAISD will support our transformation partners' observation, review, and data collection by facilitating student, teacher, and administrator interviews; providing attendance rates and achievement results; providing results of student literacy screenings; providing results of Gates-MacGinitie struggling learners' assessments; and administering and collecting two annual teacher surveys.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The following support and improvement activities are used in supporting school improvement projects, such as the one being implemented at Poe Middle School—a 2017-2018 Priority School. SAISD's Office of School Improvement uses the Texas Accountability Intervention System (TAIS) to develop and implement a targeted school improvement plan with the goal of identifying educational strengths and areas of need and revealing future priorities and areas of focus. It is the centerpiece of SAISD's educational planning process and the driving force for improving school performance.

The development of the plan begins with appointment of a planning team composed of educators, parents, community members and business leaders from the school's attendance zone. With their input and oversight, school staff conduct a data analysis using a standardized process aligned to TAIS and the requirements of the Elementary and Secondary Education Act. The analysis examines multiple data sets and sources to create demographic and student achievement profiles, identify strengths and weaknesses, prioritize needs, and direct programs and funding.

The results also provide benchmarks school leaders can use throughout the year to monitor the impact of programs, instruction and resources on student achievement. Problems surfaced must be fully addressed in the targeted school improvement plan and are used to justify budget projections. Issues common to multiple campuses are examined and addressed in the District Improvement Plan. SAISD's standardized TAIS process consists of four stages:

Stage I: Data Analysis - A data analysis process is outlined, findings of which feed the needs assessment process and improvement plan; however, the district/campus chooses the data analysis process utilized. Additionally, campus teams conduct a thorough review of all data down to the student level and by the new state indexes, which leads to the identification of problem statements.

Stage II: Needs Assessment - A thorough needs assessment process is outlined, findings of which reveal root causes and inform improvement planning. Campus teams conduct a needs assessment to identify root causes. An Executive Summary is written for each focus area and includes: responses to focus area questions; disaggregated data by grade level, classroom and/or subgroup; and patterns, trends, strengths and needs identified from the data. All summaries and priorities are combined into a master Executive Summary for the campus. The master Summary also includes comparisons of baseline assessment data and current data by focus area.

Stage III: Implementation and Monitoring - An implementation and monitoring process is outlined. Also, the improvement plan progress is reviewed and feedback is provided based on goals and actions.

Stage IV: Improvement Plan - A planning process to develop an improvement plan is outlined, which addresses findings from the data analysis and needs assessment process. Campus teams develop an improvement plan that is informed by the findings of data analysis and needs assessment process. An improvement plan includes a summary of the data analysis and needs assessment findings, resulting goals, and determined actions that directly address areas of low performance, and any required interventions. Campus teams may use planning resources to develop actions/strategies for improvement.

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By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The SAISD Federal Programs Department administers Title 1 funding allocations for the District. The department submits an application to the Texas Education Agency which sets forth a plan for Title 1 funding use and monitoring. Accordingly, SAISD utilizes Plan4Learning, an online-based software that assists with the comprehensive needs assessment, improvement plan, and evaluation. Additionally, it has built-in state compensatory education documentation, budget, and personnel tracking. Plan4Learning also fosters State and federal Title 1 compliance by requiring campuses to report on performance and goal attainment.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Assistant Superintendent of Middle Schools, Deputy Superintendent, Office of School Improvement, and the campus Principal led the following recruitment, screening, selection, and evaluation process to identify and procure external partners (E3 Alliance and its service provider ESC20) for Poe's transformation using the standard steps below, followed by the SAISD Board of Trustees' approval of the contract for E3 to lead this work in SY 2018-2019:

1. Ensure the Transformation Partners' status as potential independent contractors. District employees may only provide professional services in limited, defined circumstances;
2. The Assistant Superintendent of Middle Schools, Deputy Superintendent, and the Office of School Improvement determined the scope of service and budget parameters for Poe's transformation using the RUT model by conducting initial conversations with campus Principal to communicate needs and to determine which provider would best meet them; the Assistant Superintendent of Middle Schools, Deputy Superintendent, and the Office of School Improvement evaluated offers based on fee, quality, timeline, and other quality measures;
3. The Assistant Superintendent of Middle Schools, Office of School Improvement, the Campus Principal, and Campus Leadership Team visited two other middle schools utilizing the RUT model: Miller Middle School in San Marcos, TX and Paredes Middle School in Austin, TX;
4. The Assistant Superintendent of Middle Schools, Deputy Superintendent, Office of School Improvement, and the campus Principal selected E3 Alliance and ESC 20 to lead and support Poe's implementation of the RUT transformation model based on highest indicators of competence and qualification to perform the services at a fair and reasonable price. The Office of School Improvements and the Assistant Superintendent of Middle Schools made every effort to ensure E3 and ESC 20's services meet the campus' demonstrated needs;
5. SAISD's Finance, Funds Management, Accounting, and District Grants departments review and approve the contract; SAISD Board approves E3 Alliance's contract to oversee RUT implementation at Poe on April 8, 2018.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD combines local, state, and federal resources to expand program, minimize barriers to implementation, and student achievement. Due to limited resources, the challenge for educators is to make every dollar count. To that end, SAISD has a tiered, formal approach to gathering district and campus data/ needs and aligning funding with those needs:

- **District Improvement Plan** – Guides District staff in the improvement of student performance for all student groups to attain state standards in respect to student achievement indicators.
- **Targeted Improvement Plan** – As an Improvement Required (IR) campus, the Campus Leadership Team (CLT) engages in the Texas Accountability Intervention System (TAIS) that results in a plan to address indices.
- **Campus Improvement Plan** – Guides campus staff in the improvement of student performance. Plan is developed, reviewed and revised each school year by the principal with the assistance of a campus-level committee comprised of administrative staff, teachers, parents, students, and business and community leaders.
- **Comprehensive Needs Assessment** –The CNA is the centerpiece of the educational planning process and driving force for the CIP, TAIS, and DIP. Planning teams are comprised of educators, parents, community members and business and community leaders.

These plans and procedures are updated as "living" documents. District and campus-level staff can review the needs, goals and objectives of each campus and allocate or supplement funding where appropriate.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Assistant Superintendent of Middle Schools, Deputy Superintendent, Office of School Improvement, and campus Principal will collaborate with the E3 Alliance and ESC20 to implement RUT at Poe Middle School. To allow for the operational flexibility Poe needs to implement RUT with fidelity, SAISD is committed to promoting a culture of school redesign by empowering the principal and campus-based leadership. During the implementation of the RUT model at the school, Principals and campus leadership will have the operational flexibility that will enable full and effective implementation of the project, through the creation of a customized Instructional Playbook that guides the teaching and learning of the campus staff (i.e. Content Enhancement Routines, SMARTER Cycle, and Unit Organizers; practices) so that students can succeed and truly develop their comprehension and interest in critical content.

In addition, the Office of School Leadership acts as a liaison to the E3 Alliance and commits availability to the project for consultation, troubleshooting/advocacy should the need arise. In addition, the Campus Principal, ESL Teacher, SPED Teacher, 8th Grade ELA Teacher, and 7th Grade Math Teacher form the RUT Campus Implementation Team to assist with modifying planned activities, protocols, and/or strategies around RUT's implementation, if needed. Formed within the first month of the project, Poe's Campus Implementation Specialist will meet with PLCs on a weekly basis as well as any one-on-one meetings, as needed to support individual teachers.

The E3 Alliance has active partnerships with public school districts which allow for regular joint planning with superintendents and other district leaders, detailed data sharing, joint planning for regional grant opportunities, and continuous sharing of practices and other ongoing collaboration, informing their input on this project and its budget.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

At the heart of the school's vision is empowering students with agency over their learning and fostering a concept of knowledge as something to be created rather than absorbed. A variety of curriculum materials, both those available within the district and others available externally, will serve as resources for the unit development as well as skills seminars. Its use will be paired with SAISD's Understanding by Design (UbD) curriculum design model that emphasizes "backwards planning," fostering a strong focus on learning for understanding with an aligned and real world oriented performance assessments. These assessments will be key in documenting students' growth and development over time of the concepts and skills outlined in the TEKS as well as the broader unit goals.

Poe Middle School will incorporate RUT's evidence-based strategies, as guided through the model, during the planning/pilot and implementation years of the middle school's redesign plan. Strategies will focus on improving student academic performance, fully training teachers and administration in the RUT model, and sustaining the RUT model. Furthermore, the District's Office of Innovation will leverage its authority to remove barriers and allow for school-level autonomy in key area such as budgeting, staffing, and curriculum. The planning/pilot and implementation years will focus on developing systems to support, monitor, and sustain school improvement efforts. Additionally, Poe Middle School will implement the following evidence-based modeling in its school redesign efforts:

Strategic Instruction Model™: Training Teachers to Methodically Teach Students "How to Learn"

The RUT program's Strategic Instruction Model (SIM) was created by the University of Kansas Center for Research on Learning as a research-validated program that helps adolescents learn how to learn, providing the means to develop ways for students to meet the demands of life, both in school and afterwards. Research confirms that quality teaching materials greatly enhance teachers' abilities to provide quality instruction in their classrooms. SIM has been reviewed by scientific panels at the U.S. Department of Education and other public agencies which is documented in leading academic publications. For over thirty-five years, SIM tools have been tested under numerous conditions and have been proven to increase the academic performance of all types of students. In fact, every SIM tool within the "toolkit" has been proven in matched comparison studies to benefit learning disabled, low achieving, average, and high achieving students. SIM tools when used in combination with additional interventions to effect school-wide change are implemented through an approach called Content Literacy Continuum™ (CLC) which is a coordinated, school-wide approach to improving literacy for all students in secondary schools.

Within the RUT program, the SIM helps teachers identify and use proven learning and planning tools as well as providing students with a set of skills that will help them learn critical content, or "learn how to learn." There are two tiers of the SIM process that improve student performance: Content Enhancement Routines (CER) and Learning Strategies (LS). CER allow teachers to effectively plan for, adapt, and present critical content to their students in a "learner friendly" fashion. Routines assist teachers in organizing and presenting critical information to best develop critical learning skills. Aligned with the educational philosophy of scaffolding, developing concrete and practical concepts, CER center critical thinking lessons that help students' understanding become explicit and apparent. LS are toolkit for Teachers contain focused interventions for struggling students, designed to provide the foundational skills that students need to learn content. These interventions and practices address higher-order reasoning skills, adolescent and adult literacy, language and reading comprehension strategies, written expression strategies, math skills and strategies, social emotional learning skills, and explicit instruction and routines that respond to today's school diversity.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☐ Talent Transformation Model☒ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The RUT model transforms teaching and learning, specifically emphasizing building deep, conceptual learning as well as critical thinking skills for all students across all classrooms, subjects, and teachers, while providing integrated, individualized interventions and support systems for all struggling students. RUT includes a whole-school approach where every teacher in every subject uses research-validated tools and strategies to help all students “how to learn” and think critically. State Assessment results from the first years of the RUT Central Texas expansion show double digit growth in all eight schools in the first cohort, and the results show that schools outperformed state comparison groups.

Education Plan: Through enhanced planning skills, teachers will deliver engaging lessons with embedded research-validated tools and strategies. The basis for RUT is the research-validated and evidence-based Strategic Instruction Model (SIM), a structured methodology for learning that allows students to focus-in on content and problem-solving skills. The SIM process involves two tiers— Content Enhancement Routines (CER), where all lessons are structured around a graphic organizer that aligns with the educational philosophy of scaffolding, or developing concrete and practical, thinking-centered lessons; and Learning Strategies (LS), focused interventions for students who are struggling and have fallen behind their academic peers. Through CERs applied consistently in every classroom and LS that give added supports in the critical foundation skills for struggling learners, the tiered approach of the SIM toolkit provides a powerful and evidence-based platform for whole-school transformation and improved student outcomes. LS are toolkits for Teachers contain focused interventions for struggling students, designed to provide the foundational skills that students need to learn content. These interventions and practices address higher-order reasoning skills, adolescent and adult literacy, language and reading comprehension strategies, written expression strategies, math skills and strategies, social emotional learning skills, and explicit instruction and routines that respond to today's school diversity. By incorporating SIM tools into a whole school model for effective teaching and learning with support from this project, Poe Middle School will become one of the latest RUT schools across Texas improving outcomes for all its students.

Talent Plan: The E3 Alliance will provide the oversight, expertise, proven whole-school transformation model, and evaluation, working with trained and experienced leadership and instructional coaches from ESC20 who have spent at least one year immersed in the RUT model. This initiative encompasses multi-year professional development for all teachers along with multi-year coaching for both teachers and administrators to ensure success. It will provide support for teachers through in-depth planning and ongoing coaching through the use of a common, research-based instructional playbook to increase rigor in their classes. The campus is assigned a full-time Implementation Specialist that works closely with the principal to ensure fidelity and support ongoing training and coaching of teachers. The Implementation Specialist also collaborates with external Instructional Coaches to conduct walkthroughs and will become a certified Strategic Instruction Model (SIM) expert. Guided by the campus Instructional Playbook, RUT's SIM Content Enhancement Routines (CER), Learning Strategies Teacher, and SMARTER Cycle implementation will engage students in individualized interventions to each student's unique needs. In addition, SAISD commits to support leadership continuity to maintain principal and campus leader consistency to support the success throughout the three years of implementation and thereafter.

School Culture Plan: SAISD is committed to promoting a culture of school redesign by empowering the principal and campus-based leadership as well as continuing to implement a system of Positive Behavior Intervention and Support (PBIS) at all campuses in order to promote character education, foster respect, and develop appropriate decision-making for all students. The campus will adopt all policies associated with RUT to include content enhancement routines and learning strategies which includes metacognitive tools for both teachers and students. The campus will develop an instructional playbook which all teachers will use for planning and development of aligned, rigorous lessons. Through support of the E3 Alliance, the campus will implement this research-validated approach. Additional components of the initiative include the SIM and Content Literacy Continuum as a means to improve academic performance through the increase of teacher quality and leadership effectiveness.

Facilities Plan: The SAISD Facilities Department will ensure Poe Middle School has an adequate learning environment and there are no specific needs at this time. All of Poe Middle School's specific needs are identified through various assessments and then addressed.

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County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Performance Evaluation Processes: As written in the SAISD's board policies, the District's Theory of Action will create a high performing school district that educates all students and prepares them for higher education. In addition, the Theory of Action will provide the necessary framework that drive forward and align goals, strategic plans, policies, budgets, and administrative actions. This Theory of Action adopted by SAISD builds on beliefs on how students learn, the conditions that best promote learning, and the policies, management systems, and culture that best further commitment and high performance of adults to deliver quality education services to all District students. SAISD has a tiered, formal approach to gathering district and campus data/ needs and aligning funding with those needs:

- **District Improvement Plan** – Guides District staff in the improvement of student performance for all student groups to attain state standards in respect to student achievement indicators.
- **Targeted Improvement Plan** – As an Improvement Required (IR) campus, the Campus Leadership Team (CLT) engages in the Texas Accountability Intervention System (TAIS) that results in a plan to address indices.
- **Campus Improvement Plan** – Guides campus staff in the improvement of student performance. Plan is developed, reviewed and revised each school year by the principal with the assistance of a campus-level committee comprised of administrative staff, teachers, parents, students, and business and community leaders.
- **Comprehensive Needs Assessment** –The CNA is the centerpiece of the educational planning process and driving force for the CIP, TAIS, and DIP. Planning teams are comprised of educators, parents, community members and business and community leaders.

Overview of Low-Performing Schools: Currently, SAISD has 22 Title 1 Priority or Focus schools in the district, translating to approximately 25% or 12,687 of SAISD's students attending a Priority or Focus school. The School Transformation RUT project directly aligns with and accelerates both the district strategy and theory of action by providing all students with the tools necessary for higher education and thereafter. Moreover, the RUT project's will implement results-based empowerment to staff through managed performance/empowerment.

School Transformation & Redesign Strategy: The TEA-supported RUT model prioritizes deep conceptual learning and critical thinking skills for all students across all classrooms by building a set of learning tools to actively engage them. This aligns with SAISD's Blueprint for Excellence: Target 2020 plan for transforming the district into a model urban school system within the next three years, one where every child graduates and is educated so that he or she is prepared to be a contributing member of the community. To achieve this, we would like all middle school student to be prepared for high school-level algebra by the 8th grade and all 6th- 8th graders engaged in project-based learning to help them develop critical-thinking skills. The project also meets SAISD's goals and priorities to ensure students demonstrate respectful behavior and perform at or above grade level and that all students participate in extracurricular, leadership, or public service activities.

The District is drawing upon best practices, including the RUT model, to raise academic expectations for all students and elevate teaching in all classrooms. Built into the plan are critical achievement points designed to hoist students to the next phase of their learning, and in the long run, prepare them for a seamless transition from public education to higher education. The achievement points include: strong literacy in prekindergarten through 3rd grades, with students reading at grade level by the end of the 3rd grade; advanced math in 5th grade; algebra in 8th grade and advanced and college credit-bearing courses in the 11th and 12th grades—Thus, increasing the number and percent of students in highly-rated schools.

Furthermore, these goals are driven by SAISD's formal commitment to leverage innovation across the Pillars of Success: Talent Management, Culture Shift, Academic Excellence, Stakeholder Engagement and Fiscal Management. Superintendent Martinez has built a broad base of community and staff support and successfully implemented core elements of the SAISD Blueprint. The District, having built a strong foundation over the last two years, is now poised to accelerate its work.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015907

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a result of the identified needs of Poe Middle School, campus leadership presented a targeted improvement plan that contained an E3 Alliance partnership to implement the RUT model. Key activities that have and continue to drive the planning and implementation of the plan will include, but are not limited to:

- Communicating the redesign plan to key community stakeholders
- Collaboration of SAISD's Office of the Superintendent and Office of School Improvement with campus-based leadership team to host monthly community meetings in the Poe Middle School attendance zone to explain to parents what is planned for the campus. These meeting will also be an opportunity to seek feedback from the community in developing and refining the implementation plan.
- Developing and finalizing agreements with the school redesign partner(s) (i.e. E3 Alliance and ESC20, the service provider of E3 Alliance)
- Building and developing the instructional skills and buy-in of campus-based staff and leadership team to pilot and kick start RUT model teaching strategies (i.e. CERs, Instructional Playbook, SMARTER Cycle, etc.) which will be supported by continuous training and coaching.
- Screening and recruiting students during SY 2018-19 and launching the campus with its first cohort of 6th grade, 7th grade, and 8th grade students in that same school year.

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Schedule #17—Responses to TEA Program Requirements

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Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SAISD ensures this project will receive consistent, high-quality management by locating it in the Office of School Improvement, overseen by its staff of two full-time administrators and support staff who will share a vested interest in the project's success. The Office of School Improvement staff overseeing the School Transformation effort include, but are not limited to:

- Director of School Improvement
- School Improvement Coordinator
- Implementation Specialist
- Poe Campus Principal
- Teaching Strategies Teacher(s)

The Office of School Improvement, liaison to the E3 Alliance, and Campus Principal responsible for the project oversight are highly qualified and meet all desired qualifications and certifications to successfully implement the RUT model at Poe Middle School. These SAISD staff will support our transformation partners' observation, review, and data collection by facilitating student, teacher, and administrator interviews; providing results of student literacy screenings; providing results of Gates-MacGinitie struggling learners' assessments; and administering and collecting two annual teacher surveys.

The Office of School Improvement is currently managing \$15 million in federal, state, and local grant-funded projects with the support of the district's Finance, Funds Management, Accounting, and District Grants departments. The Office of School Improvement and Office of Middle School Leadership will ensure timely transition for the Implementation Specialist and Learning Strategies Teacher, if needed to ensure the district is continuously aware of and supporting progress toward achieving our project goal and objectives. The campus principal will retain autonomy in creating and customizes its instructional playbook to be used within its classrooms.

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| Schedule #18—Equitable Access and Participation | | | | |
|---|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 015907 | | Amendment number (for amendments only): | | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

No Barriers

| # | No Barriers | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gender-Specific Bias

| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Cultural, Linguistic, or Economic Diversity

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 015907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Gang-Related Activities

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Gang-Related Activities (cont.)

| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Drug-Related Activities

| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Visual Impairments

| # | Strategies for Visual Impairments | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Hearing Impairments

| # | Strategies for Hearing Impairments | | | |
|-----|---|--------------------------|--------------------------|--------------------------|
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Learning Disabilities

| # | Strategies for Learning Disabilities | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Physical Disabilities or Constraints

| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Inaccessible Physical Structures

| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Absenteeism/Truancy

| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
|-----|--|--------------------------|--------------------------|--------------------------|
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: High Mobility Rates

| # | Strategies for High Mobility Rates | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Support from Parents

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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